

# Lees Pre-School

Lees Methodist Chapel, Haworth Road, Lees, Haworth, Keighley, West Yorkshire,  
BD22 9DL



## Inspection date

15 November 2017

Previous inspection date

11 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is eager for all children to achieve well and develop positive attitudes towards learning. She sets a clear direction to enable all staff to contribute to the pre-school's further development. She is well supported by ambitious and thoughtful staff.
- Children learn in a bright and motivating environment. Staff plan interesting and imaginative activities to engage children and promote their curiosity. They help children to develop their speaking and listening skills well.
- Children make good progress during their time in the pre-school. Staff accurately assess their individual starting points and build on these well. Children are effectively prepared for their future learning, including starting school.
- The pre-school provides a rich and balanced programme of learning to support all aspects of children's development. They help children to follow their interests and broaden their knowledge and understanding of the world around them.
- Staff have good relationships with parents. They provide useful information to help parents support their children's learning and development at home.

### It is not yet outstanding because:

- The professional development of staff is not sharply focused on securing the highest quality of teaching.
- Procedures to compare the progress made by different groups of children to help them attain the highest levels are not fully established.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen procedures for staff's professional development to raise the quality of teaching
- build on arrangements for comparing the progress made by different groups of children and use the information to help all children achieve at the best possible level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are well trained in child protection and their knowledge is up to date. Staff are vigilant and deployed well to supervise children indoors and outside. All staff are qualified in paediatric first aid. The manager gathers the views of staff, parents and children to evaluate the quality of provision and plan future developments. Staff have clear management roles and responsibilities which they strive to fulfil well through their commitment to training and collaborative work. Staff establish good links with other settings children attend, including childminders, to support continuity in their learning and development.

### Quality of teaching, learning and assessment is good

Staff make good use of information from parents to accurately assess children's starting points and plan the next steps in their learning and development. They help children to develop their curiosity and to explore the world around them. For example, children enjoy carefully investigating leaves, pine cones and other signs of autumn. They sort and classify them and produce stimulating art work. Staff use imaginative resources to stimulate children's learning. For example, they help children use a range construction and modelling objects to create different rooms in the houses they are creating. They promote children's development of communication skills well. For example, they often ask probing questions to help children deepen their understanding and extend their vocabulary.

### Personal development, behaviour and welfare are good

Children make a smooth start to their learning and development at the pre-school. They build a good relationship with their key person and quickly learn to be confident with all staff. Parents particularly comment on how well staff help children to develop their social skills and mix with others. Children learn to be independent and make decisions. For example, children can decide when to take their snack, make choices from a healthy selection and use name and picture cards to show that they have done so. Children have good opportunities to be physically active and develop healthy lifestyles and good standards of hygiene. Children successfully learn to take turns, listen to others and follow increasingly complex instructions. This contributes well to their readiness to start school.

### Outcomes for children are good

Children learn to count accurately and order objects by size and shape. They learn to be persistent and reflective when solving problems and completing jigsaw puzzles. Children make good progress in their physical development. They learn to control different pens, pencils and brushes well in creative tasks and mark-making activities. They enjoy climbing over and under equipment on their obstacle course and try to beat their own scores. They enjoy listening to stories, rhymes and songs.

## Setting details

<b>Unique reference number</b>	301966
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1063902
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Lees Pre-School Committee
<b>Registered person unique reference number</b>	RP909301
<b>Date of previous inspection</b>	11 September 2013
<b>Telephone number</b>	01535 647567

Lees Pre-School registered in 1978. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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